

**Galt Joint Union Elementary School District**  
**Board of Education**  
*“Building a Bright Future for All Learners”*

Board Study Session  
Tuesday, February 19, 2019  
**5:30 p.m. Open Session**

Galt Joint Union Elementary School District  
1018 C Street, Suite 210, Galt CA 95632

# AGENDA

*Anyone may address the Board regarding any item that is within the Board’s subject matter jurisdiction. However, the Board may not take action on any item which is not on this agenda as authorized by Government Code Section 54954.2.*

*Community members and employees may address items on the agenda by filling out a speaker’s request form and giving it to the board meeting assistant prior to the start of that agenda item.*

*Comments are limited to no more than 3 minutes or less pending Board President approval.*

**A. Call Study Session to Order, Flag Salute**

[More informal meeting most often used as an opportunity for the board to receive in-depth information from staff about a particular issue. ~ CSBA]

**B. Public Comments for topics not on the agenda**

*Public comment should be limited to three minutes or less pending Board President approval. Community members who cannot wait for the related agenda item may also request to speak at this time by indicating this on the speaker’s request form.*

**C. Session Goals to Advance District Direction**

1. Clarify district factors for refining, reducing or restructuring services given progress, needs, budget landscape and feedback.
2. Receive board feedback, ideas and direction for continuous improvement.

**D. Data Overview**

**E. Research with Draft Refinement Focus Areas**

**F. Budget, Facilities and Resources Considerations**

**G. Board Discussion, Feedback and Next Steps**

**H. Board Protocol Discussion**

**I. Pending Agenda Items**

1. School Furniture Analysis and Pilot Programs
2. Technology and Learning
3. School District Properties
4. Food Services Nutrition Guidelines
5. SELPA

**J. Public Comments** for topics not on the agenda

*Public comment should be limited to three minutes or less pending Board President approval.*

**K. Adjournment**

*The next regular meeting of the GJUESD Board of Education: February 27, 2019*

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Board agenda materials are available for review at the address below.

Individuals who require disability-related accommodations or modifications including auxiliary aids and services in order to participate in the Board meeting should contact the Superintendent or designee in writing:

Karen Schauer Ed.D., District Superintendent  
Galt Joint Union Elementary School District  
1018 C Street, Suite 210, Galt, CA 95632  
(209) 744-4545

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## SESSION GOALS AND DISTRICT DIRECTION

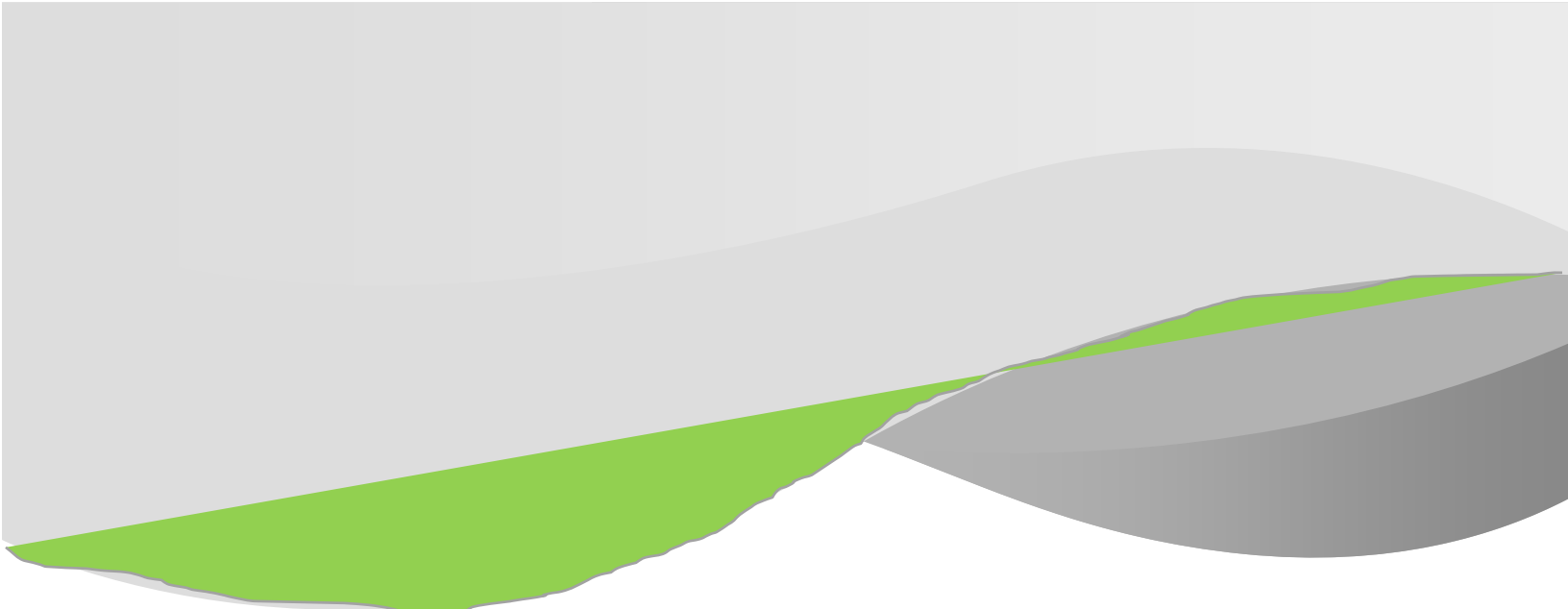
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### GOALS

1. Clarify district factors for refining, reducing or restructuring services given progress needs, budget landscape and feedback.
2. Receive board feedback, ideas and direction for continuous improvement.

### Attachments:

- a. Learner, Researchers and GJUESD LCAP Quotes
- b. GJUESD LCAP Logic Model
- c. GJUESD Multi-Tiered System of Support Logic Model
- d. GJUESD 2018-19 Key Refinement Areas
- e. GJUESD 2018-19 LCAP Executive Summary

An abstract graphic at the top of the page features a bright green shape on the left that transitions into a grey shape on the right. The shapes are layered and have soft, wavy edges, creating a sense of depth and movement.

We all think differently, learn differently and we are all  
great in different ways.

*~GJUESD Youth Learner*

Learning is social, emotional and academic.

*~Linda Darling Hammond and Cook-Harvey*

With a sustained vision of Growing And Learning Together, learner strengths, needs interests and aspirations are acted upon to maximize personalized growth and achievement. The GJUESD Bright Futures strategic plan reflects intentional, research-based efforts to prepare learners for college, career and life success. The school district recognizes capacity building, collaboration, and continuous improvement as fundamental elements of educational improvement with additional attention to curriculum coherence and the power of language.

*~GJUESD Strategic Plan LCAP Vision Summary*



Galt Joint Union Elementary School District

# GROWING AND LEARNING TOGETHER

2018-2019

## GOAL 1

*Implement a personalized learning and **strength-based growth plan for every learner** that articulates and transitions to high school learning pathways while closing the achievement gap.*

## GOAL 3

*Processes and measures for **continuous improvement and accountability** are applied throughout the district, including **personalized evaluation** processes for educators.*

***Inspire** learners-  
one plan at a time!*

## GOAL 2

*Implement **California State Standards** in classrooms and other learning spaces through a **variety of blended learning environments** while closing the achievement gap.*

## GOAL 4

*School facilities are safe, healthy, hazard free, clean and equipped for **21<sup>st</sup> Century Learning**.*



With a sustained vision of Growing And Learning Together, learner strengths, needs, interests and aspirations are acted upon to maximize personalized growth and achievement. The GJUESD Bright Future LCAP describes intentional, research-based efforts to prepare learners for college, career and life success. The school district recognizes capacity building, collaboration and continuous improvement as fundamental elements of educational improvement with additional attention to curriculum coherence and the power of language.

Personalizing with Whole Child considerations

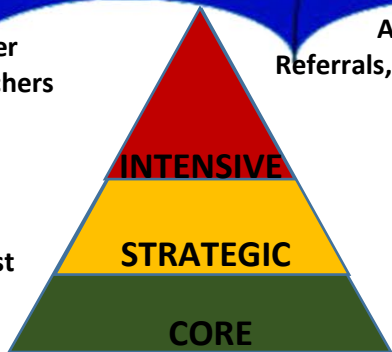
# PERSONALIZATION

"MTSS includes everything we do for students as a system: curriculum, assessments, data, behavior, social emotional services"

## MTSS Under the Umbrella

### MTSS Team:

- Referring teacher
- General Ed Teachers
- RSP Teacher
- Social Worker/ Counselor
- Psychologist
- Speech Therapist
- Administrator



MTSS Meetings: Documentation, Case managers, Actions,

School & community Collaboration

Strengths-based Learning & Youth Development



Service Learning

Personalized Learning Plans and Goal

Assessment Referrals, IEP, SpEd Services, 504 Plan

Psychologist support: BIPs, Observations, Recommendations

Parent Conferences, SSTs, Follow-up SSTs

Parent Involvement and education



Parental Action

Pre-Kindergarten School Readiness ages 0-5

Behavior Services

Assessments/Data



### Professional Development

Flexible small groups & whole class instruction



### Curriculum Design

High Quality First Instruction

Academic Conferences

### Teamwork



Collaboration and supports by Social Workers, Counselors, Specialists

Weekly grade level PLCs

### Positive Behavior & Social Emotional Supports



PRIM Manual, PBISWorld.com, RTI Tile

Differentiation, IA intervention, ASES, Ext. Day, BFLC Clubs

# Key Refinement Areas

1. Content Connections with Powerful Language Use
2. Educator Professional Learning Cycle
3. Proactive, Strengths-based Supports & Opportunities
4. Cradle To Career Articulation



# Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA’s full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Galt Joint Union ESD	Karen Schauer, Directora de Educación Superintendent	superintendent@galt.k12.ca.us (209) 744-4555

## 2017-20 Plan Summary

### The Story

Describe the students and community and how the LEA serves them.

“We all think differently, learn differently and we are all great in different ways...”

- Youth Learner, Galt Joint Union Elementary School District

The Galt Joint Union Elementary School District (GJUESD) Bright Futures initiative advances strengths-based education through personalized learning practices, technology tools, supports and opportunities. The school system is committed to a well-rounded and rigorous learner-centered education. The district serves 3,844 pre-kindergarten through grade eight learners at five elementary schools, one middle school and one school readiness center. 59.8% of learners come from socioeconomically disadvantaged homes (the percentages at our 6 schools ranging from 40%-87.2%). English language learners comprise 21.8% of the district’s population (ranging from 8%-56% at our schools). 13.8% of our learners receive special education services.

The GJUESD reflects a commitment to learner growth and achievement through a vision of Growing And Learning Together by “inspiring learning- one plan at a time.” Every GJUESD preschool through grade eight learner has a personalized learning and strengths-based growth plan that results in increased learner engagement, development of essential executive skills and capacity to “own learning.” The powerful learner-centered model is woven within a positive district culture and climate fostering a growth mindset with the belief that “One Size Does NOT fit All.”

Personalized learning approaches maximize each child's’ strengths, needs, interests and aspirations. The positive changes in SBAC results along with social-emotional and engagement data demonstrate our ongoing focus and commitment to continuous improvement through shared



responsibility. GJUESD nurtures and nudges learners not only to achieve but personally to grow as an individual. Through the Local Control Accountability Plan (LCAP) processes, youth and adult learners express and act upon ideas and actions to identify and cultivate “pockets of excellence” into a “harvest” of improvement and innovation.

The GALT Bright Futures initiative is described through four LCAP goals:

1. Implementing personalized strengths-based growth plans for every learner
2. Implementing California State Standards in a variety of blended learning environments
3. Process and measures for continuous improvement and accountability
4. Safe and healthy Next Gen school facilities

Key elements of the strengths-based personalized learning initiative include:

1. Personalized Learning Plans
2. Blended Learning and Integrated Technology Opportunities
3. Bright Future Learning Centers
4. Strengths-Related Assessments
5. Learning Management System
6. Educator Professional Learning Cycle
7. Extended Learning Opportunities and Project-based Service Learning

Throughout the four years of the LCAP development and implementation, GJUESD has moved from a student-centered proficiency model to a learner-centered growth and achievement model.

Along the way, many partners have collaborated with GJUESD to support learners. These partnerships include:

\*Federal Race-To-The-Top Innovation Grant to implement personalization

\*Central Valley Foundation English Language Learner grant

\*Kentucky Valley Educational Cooperative (KVEC)

\*CalEd Partners: The California Learning and Language Innovation collaboration (CALLI)

\*First 5 Sacramento to implement and expand our Pre-K School Readiness model

\*Stanford University and Open Up Education Resources in mathematics partnerships

\*San Joaquin Delta College and CSU Sacramento coursework for early childhood education and our College-to-Career initiative

\*WestEd/K-12 Alliance: Next Generation Science Standards Early Implementation Initiative

\*Cosumnes River Preserve: Outdoor Science and Service Learning

\*The Galt community, which supported a \$19.7 million facilities modernization bond

## LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

In stakeholder Feedback Sessions this year Local and State Dashboard results were reviewed in a variety of stakeholder feedback sessions. Participants in these sessions reviewed the current 7 Key Refinement Areas (KRAs) and refined them into 4 KRAs:

### KRA 1: Content Connections with Powerful Language Use

Use key instructional strategies to increase rigor and academic language use across content areas for meaningful learning impact. (LCAP Goals 1 & 2)

#### Clarifying Elements:

- Content connections through California Framework content integration model
- Foundational skills consistently addressed in reading, writing and math
- English Language Development
- NGSS implementation and use of notebooking

### KRA 2: Educator Professional Learning Cycle

Teachers and administrators participate in a cycle of professional learning through reflection, collaboration, feedback and problem solving to strengthen classroom instruction and improve or innovate school supports and opportunities (Growing And Learning Together). (LCAP Goals 1-3)

#### Clarifying Elements:

- Rubric reflections
- Professional Learning Communities
- Problem of Practice
- SWVL video application
- Micro-credentials

### KRA 3: Proactive, Strengths-based Supports & Opportunities

Strengthen and align proactive and strengths-based academic, behavioral, and social emotional support to better ensure every learner growing, achieving and thriving. (LCAP Goals 1-3)

#### Clarifying Elements:

- Multi-Tiered Systems of Support (MTSS) Implementation
- California Task Force on Special Education- One System: Reforming Education to Serve All Students
- GALLUP Strengths, Restorative Practice & School Climate
- Maximize Individual Growth
- Coherent and personalized supports and opportunities

- Academic Conferences

#### KRA 4: Cradle To Career Articulation

Articulate and provide meaningful college and career education experiences through everyday classroom instruction, expanded learning environments, family learning opportunities and facilities improvements. (LCAP Goals 1, 2, 4)

##### Clarifying Elements:

- PreK- 8 PLP implementation
- Preschool and School Readiness
- Career Technical Education resources and articulation through SCOE
- Articulating Galt High School District pathways including agriculture and natural resources and engineering
- College partnerships, AVID
- NGSS Lesson Sequences with Career Connections
- Professional learning for Next Gen Classroom, BFLC, Maker Spaces, STEAM, Project-based Service Learning
- School Facilities Capacity and Equity

## Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

## Greatest Progress

Based on a review of performance on the state/local performance indicators, local self-assessment tools and stakeholder input, there are multiple areas of significant progress:

\*100% of Pre-K through grade eight learners have a PLP.

\*English Learner ELA and Math Preschool summative assessment data demonstrates an upward trend in school readiness for our Pre-K students:

### ELA

- 2015-16 43%
- 2016-17 53% 10% increase in school readiness

### Math

- 2015-16 50%
- 2016-17 55% 5% increase in school readiness

\*Individual Goal Accomplishment Spring 2017:

- 70% met or exceeded individual growth targets for language arts
- 66% met or exceeded individual growth targets for mathematics

- 58% of English learners met English Language Development goals- 8% improvement from the previous year

\*SBAC English Language Arts Three Years Positive Change: Grades 3, 5, 8

\*SBAC Mathematics Three Years Positive Change: Grades 3, 4, 5, 6, 7, 8

\*California Dashboard

- Suspension: Rating Green; (Moved from up from Yellow)
- English Learner Progress: Rating Green (Moved from up from Yellow)
- Special Education Mathematics Progress: Rating Orange, +7.9 pts. (Moved up from Red)

\*While the state trend for special education services is increasing, the number of GJUESD students receiving special education services has steadily declined over the last three years: Dec. 2015 (623), Dec. 2016 (554), Dec. 2017 (545) for a total decrease of 78 students

\*The GJUESD recognizes the proactive impact of an effective Pre-kindergarten program. In 2016-17, after two years of early intervention services, 25% of preschool learners with IEPs were exited from SpEd services

and 17% moved on to kinder in a less restrictive environment.

\*Gallup Student Poll Hope and Engagement mean scores exceed U.S. scores (based on 2000 schools) for grades 5, 6, 7 and 8.

- 92 % agree/strongly agree they will graduate from high school.
- 90 % agree/strongly agree they have a great future ahead of them.
- 91% agree/ strongly agree they will find a good job in the future.

\*West Ed Impact Study reports the measured effect of the Galt Bright Futures strengths-based personalized learning model effective in supporting student learning in mathematics, reading and language usage. This includes achievement for students in high-poverty and English Learner student groups.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

## **Greatest Needs**

Students scored ORANGE in one of the state indicator performance categories.

(ORANGE) ELA Status Low- 18.2 points below level 3/maintained +0.6 points

Steps to address this area of need:

- Continue to apply and support professional learning on the relationships and convergences implementation model as it relates to ELA/ELD with connections to mathematical understanding and NGSS science for meaningful and rigorous language development and informational text.

- Increase training and fidelity for strengthened support for teachers and IAs to implement our district's foundational reading program in grades TK-3.
- Continue to deepen implementation with greater fidelity our ELA/ELD program district-wide: TK-6 Benchmark and Grades 7-8 Amplify and provided focused professional development to strengthen fidelity
- Purchase supplemental ELA materials for our learners with IEPs who have deficits in reading
- Implement the Educator Professional Learning Cycle rubric
- Continue to provide ASES, extended day and other expanded learning opportunities for learners who need additional support and engagement in ELA
- Continue to provide personalized instructional assistant support for high needs learners in ELA during the regular school day
- Provide online learning courseware to supplement instruction in foundational reading and fluency. Ensure elementary learners have Chromebooks for check-out with internet access for home access.

Although student performance has increased in Mathematics, the performance status for students is identified as LOW. Therefore Mathematics continues to be an area of need.

(YELLOW) Math Status Low- 35.6 points below level 3/Increased +10.9 points

Steps to address this area of need:

- Continue to apply and support professional learning on the relationships and convergences implementation model as it relates to mathematics with more meaningful connections to language and NGSS science for content application.
- Support coaching and on-going feedback for mathematics rigor and pacing through observations and pacing monitoring
- Continue to provide ASES, extended day and other expanded learning opportunities for learners who need additional support and engagement in mathematics
- Continue to provide personalized instructional assistant support for high needs learners in Mathematics during the regular school day.
- Provide online learning courseware to supplement instruction in mathematics. Ensure elementary learners have Chromebooks for check-out with internet access for home access.
- Continue to provide support to Special Education teachers to implement the supplemental ST Math program

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

## Performance Gaps

Referring to the LCFF Evaluation Rubrics, there are no state indicators for which performance for any student group is two or more performance levels below the "all student" performance.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

## **Increased or Improved services**

Three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth:

1. Strengthening the professional learning growth cycle to align rigor and personalized instructional strategies.

This educator learning cycle will continue to expand the implementation of the GJUESD Continuous Learning and Reflective Rubric. The pilot teaching standards rubric is organized by four domains including: 1) Instructional, 2) Cognitive, 3) Interpersonal and 4) Intrapersonal. Additional refinement of the professional growth cycle will take place to ensure personalized support, clear reflection, additional peer observations, and additional platforms for professional learning delivery.

2. Continuing to build capacity through systems-wide leadership for equity, excellence, engagement and innovation.

This involves strategic staffing for capacity building involving academic coaches and lead teachers balanced with site and district administration reflecting a leadership team for coherence to advance 1) focused direction, 2) collaborative culture, 3) deepened learning and 4) internal/external accountability. The district will maintain and further improve personalized learning environments with research-based supports and opportunities for high-needs learners to help foster college and career success. To maximize these outcomes requires a coordination of human and materials resources to reinforce appropriate and equitable access for all learners.

Continuing to focus on a “systems-wide” approach to leadership will support teachers through coaching and professional learning with a continued focus on more deeply integrating ELD in the core content areas of Mathematics and Next Generation Science Standards (NGSS). The instructional leadership of school principals to support and focus on-going implementation is strengthened for diverse learners with more than one administrator at each TK-8 school. Our principals play a key role as instructional leaders and oversee the development of Personalized Learning Plans (PLPs) for every learner while also ensuring strong first instruction practices occur in classrooms and other learning settings. In addition, growing school leadership capacity by developing lead teachers who have expertise in not only ELD but also Math and Science is a key implementation action.

3. Expanded and articulated (Pre-K- University) learning opportunities within and outside the regular school day and in other learning environments

These services will increase engagement with student voice & choice for college and career pathways success - Pre-K through College. Continue after school and summer supports and opportunities to inspire learning and strengths development. This includes more intentional parent engagement during and after school to develop curriculum understanding and application. In

addition, strengthening pre-K through university partnerships and articulation supports the maximization of learner growth and achievement along the preschool through college and career pathway(s). The Career Technical Education planning grant will set the stage for more relevant learning and broadened knowledge, supports and opportunities for career paths in grades 5-8 at every GJUESD school.

## Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	\$40,967,365
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$34,418,153.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

- General Fund expenditures not included in the LCAP:
1. Special Education Instructional Assistants
  2. District Psychologists, Speech Therapists, Program Specialist
  3. Business and Human Resources Services
  4. Superintendent and Directors
  5. General and Special Education transportation
  6. Informational Technology Department and infrastructure
  7. Administrative and operational supplies
  8. Maintenance and Operations
  9. Utilities
  10. Food Services
  11. Benefits

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$31,441,077



## DATA OVERVIEW

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### Attachments:

- a. Smarter Balanced Assessment Consortium (SBAC)
- b. Measures of Academic Progress (MAP)
- c. CA Dashboard: GJUESD
- d. Gallup Student Poll
- e. Special Education Performance Indicators
- f. GJUESD 2018-2019 Snapshot



**CAASPP Smarter Balanced Test Results**  
**Percentage of Students Met and/or Exceeded Achievement Level**

English Language Arts/Literacy							
District	3	4	5	6	7	8	All
2015	43%	32%	41%	36%	32%	39%	37%
2016	38%	41%	42%	41%	45%	48%	43%
2017	41%	39%	45%	38%	44%	50%	43%
2018	53%	53%	48%	49%	44%	50%	49%

Mathematics							
District	3	4	5	6	7	8	All
2015	35%	17%	19%	25%	24%	31%	25%
2016	36%	26%	23%	29%	31%	28%	28%
2017	47%	31%	35%	34%	32%	39%	36%
2018	49%	42%	33%	41%	35%	31%	38%

Greer	3	4	5	6	All Students
2015	37%	29%	52%	26%	37%
2016	31%	38%	33%	45%	37%
2017	33%	47%	45%	32%	40%
2018	52%	59%	56%	51%	55%

Greer	3	4	5	6	All Students
2015	30%	25%	28%	12%	24%
2016	35%	20%	19%	12%	21%
2017	42%	38%	42%	27%	37%
2018	54%	47%	42%	44%	47%

Lake Canyon	3	4	5	6	All Students
2015	43%	28%	44%	36%	38%
2016	38%	25%	50%	39%	39%
2017	44%	36%	31%	45%	39%
2018	54%	49%	58%	44%	52%

Lake Canyon	3	4	5	6	All Students
2015	33%	27%	19%	26%	26%
2016	39%	25%	20%	27%	28%
2017	57%	29%	27%	40%	38%
2018	53%	46%	33%	33%	41%

Marengo Ranch	3	4	5	6	All Students
2015	49%	35%	43%	38%	40%
2016	53%	51%	46%	41%	47%
2017	48%	35%	45%	28%	39%
2018	61%	54%	52%	43%	51%

Marengo Ranch	3	4	5	6	All Students
2015	46%	10%	19%	40%	28%
2016	46%	29%	26%	40%	34%
2017	45%	40%	35%	23%	35%
2018	44%	42%	31%	37%	38%

River Oaks	3	4	5	6	All Students
2015	60%	46%	44%	50%	50%
2016	51%	52%	57%	61%	55%
2017	61%	57%	69%	64%	61%
2018	61%	72%	55%	74%	66%

River Oaks	3	4	5	6	All Students
2015	47%	21%	19%	36%	31%
2016	44%	30%	35%	46%	39%
2017	62%	37%	48%	64%	52%
2018	62%	54%	48%	66%	58%

Valley Oaks	3	4	5	6	All Students
2015	24%	20%	23%	25%	23%
2016	21%	28%	24%	20%	23%
2017	24%	25%	30%	24%	26%
2018	38%	35%	22%	29%	30%

Valley Oaks	3	4	5	6	All Students
2015	22%	7%	9%	12%	13%
2016	21%	22%	14%	18%	18%
2017	30%	16%	19%	20%	21%
2018	34%	26%	14%	22%	23%

McCaffrey	7	8	All
2015	32%	39%	36%
2016	45%	48%	47%
2017	44%	50%	47%
2018	44%	50%	47%

McCaffrey	7	8	ALL
2015	24%	31%	28%
2016	31%	28%	30%
2017	32%	39%	35%
2018	35%	31%	33%

Winter MAP 2019

	<i>Reading: Met Projected Growth</i>	<i>Reading: SBAC Projected Proficiency</i>	<i>Math: Met Projected Growth</i>	<i>Math: SBAC Projected Proficiency</i>
<b>District</b>	<b>52%</b>	<b>47%</b>	<b>51%</b>	<b>32%</b>
1	62%		53%	
2	48%		49%	
3	48%	44%	54%	49%
4	47%	48%	41%	30%
5	52%	54%	54%	27%
6	51%	45%	56%	30%
7	51%	45%	46%	32%
8	59%	45%	56%	27%
<b>Greer</b>	<b>51%</b>	<b>49%</b>	<b>54%</b>	<b>36%</b>
1	73%		66%	
2	49%		64%	
3	51%	40%	61%	59%
4	50%	53%	34%	25%
5	38%	58%	56%	32%
6	43%	44%	44%	30%
<b>Lake Canyon</b>	<b>51%</b>	<b>54%</b>	<b>51%</b>	<b>42%</b>
1	52%		57%	
2	44%		43%	
3	34%	48%	51%	44%
4	57%	37%	45%	49%
5	64%	58%	56%	32%
6	60%	56%	56%	43%
<b>Marengo Ranch</b>	<b>54%</b>	<b>51%</b>	<b>51%</b>	<b>33%</b>
1	67%		59%	
2	55%		55%	
3	55%	53%	56%	52%
4	48%	52%	52%	27%
5	53%	54%	37%	23%
6	43%	46%	48%	24%
<b>River Oaks</b>	<b>52%</b>	<b>50%</b>	<b>56%</b>	<b>38%</b>
1	64%		57%	
2	59%		55%	
3	53%	41%	46%	51%
4	49%	49%	47%	30%
5	44%	65%	63%	37%
6	45%	44%	66%	35%
<b>Valley Oaks</b>	<b>49%</b>	<b>35%</b>	<b>46%</b>	<b>21%</b>
1	55%		33%	
2	31%		35%	
3	48%	36%	62%	23%
4	36%	33%	30%	21%
5	59%	38%	56%	10%
6	61%	34%	60%	18%
<b>McCaffrey</b>	<b>55%</b>	<b>45%</b>	<b>51%</b>	<b>29%</b>
7	51%	45%	46%	32%
8	59%	45%	56%	27%

**California School Dashboard**

	District		Greer		Lake Canyon		Marengo Ranch		River Oaks		Valley Oaks		McCaffrey	
	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018
<b>All Students</b>														
Chronic Absent		orange		red		yellow		green		yellow		orange		orange
Suspension	green	orange	green	orange	blue	blue	green	blue	blue	blue	green	orange	green	orange
ELA	orange	yellow	yellow	green	orange	green	orange	green	green	green	orange	yellow	orange	orange
Math	yellow	yellow	green	green	yellow	green	orange	green	blue	green	yellow	orange	yellow	orange
<b>English Learners</b>	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018
Chronic Absent		orange		orange		green		yellow		yellow		green		yellow
Suspension	green	orange	blue	orange	blue	blue	yellow	blue	blue	blue	green	yellow	orange	red
ELA	orange	yellow	yellow	yellow	orange	yellow	orange	yellow	yellow	yellow	orange	yellow	red	red
Math	yellow	orange	yellow	green	orange	yellow	orange	yellow	yellow	yellow	yellow	orange	red	red
<b>SED</b>	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018
Chronic Absent		orange		red		orange		green		green		orange		orange
Suspension	green	yellow	green	yellow	blue	blue	green	blue	blue	green	green	orange	yellow	orange
ELA	orange	yellow	yellow	yellow	orange	yellow	orange	yellow	green	green	orange	yellow	orange	orange
Math	yellow	orange	yellow	green	yellow	yellow	orange	yellow	green	green	yellow	orange	yellow	orange
<b>SWD</b>	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018
Chronic Absent		orange		red		orange		yellow		orange		orange		yellow
Suspension	yellow	orange	orange	orange	green	yellow	orange	blue	green	yellow	red	red	green	orange
ELA	red	orange	yellow		orange	yellow	red	orange	orange	yellow	red	red	red	red
Math	orange	red	yellow		yellow	yellow	orange	red	yellow	orange	orange	red	orange	red
<b>White</b>	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018
Chronic Absent		green		red		green		green		orange		orange		yellow
Suspension	green	orange	yellow	orange	blue	blue	blue	blue	blue	yellow	orange	red	green	orange
ELA	yellow	green	yellow	green	orange	blue	orange	blue	blue	green	yellow		green	yellow
Math	green	green	green	green	green	green	yellow	green	blue	blue	yellow		green	yellow
<b>Hispanic</b>	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018
Chronic Absent		orange		red		yellow		green		orange		orange		orange
Suspension	yellow	orange	blue	orange	blue	blue	orange	blue	green	blue	green	orange	orange	orange
ELA	orange	yellow	yellow	green	orange	yellow	orange	yellow	green	green	yellow	yellow	orange	orange
Math	yellow	orange	yellow	green	yellow	yellow	orange	yellow	green	green	yellow	orange	orange	orange

Five colors represent the levels of performance: Blue, Green, Yellow, Orange, and Red. Blue represents the highest performance level while Red represents the lowest performance level.

**California School Dashboard**

	District		Greer		Lake Canyon		Marengo Ranch		River Oaks		Valley Oaks		McCaffrey	
	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018
<b>African American</b>														
Chronic Absent		red												
Suspension	yellow	blue												
ELA	yellow													
Math	yellow													
<b>Asian</b>														
Chronic Absent		orange												
Suspension	blue	orange												
ELA	yellow	blue												
Math	yellow	green												
<b>2 or More Races</b>														
Chronic Absent		yellow												
Suspension	blue	green												
ELA	green	green												
Math	green	green												
<b>Foster</b>														
Chronic Absent														
Suspension	blue													
ELA														
Math														
<b>Homeless</b>														
Chronic Absent		yellow										orange		
Suspension	yellow	green										green		
ELA	orange	orange												
Math	yellow	orange												
<b>Filipino</b>														
Chronic Absent		green												
Suspension	blue	blue												
ELA														
Math														

Five colors represent the levels of performance: Blue, Green, Yellow, Orange, and Red. Blue represents the highest performance level while Red represents the lowest performance level.

# Gallup Student Poll

## Engaged Today – Ready for Tomorrow

GALT JOINT UNION ELEMENTARY

FALL 2018 SCORECARD

### INTRODUCTION

The Gallup Student Poll is a 24-question survey that measures the engagement, hope, entrepreneurial aspiration and career/financial literacy of students in grades five through 12. The Gallup Student Poll includes noncognitive metrics with links to student success. This scorecard reflects overall results from surveys completed in U.S. public schools.



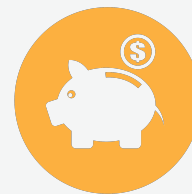
**Engagement:** The involvement in and enthusiasm for school.



**Hope:** The ideas and energy students have for the future.



**Entrepreneurial Aspiration:** The talent and energy for building businesses that survive, thrive and employ others.



**Career/Financial Literacy:** The information, attitudes and behaviors that students need to practice for healthy participation in the economy.

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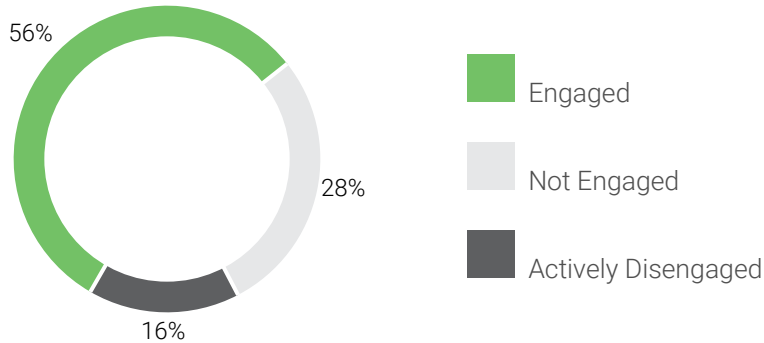


## Engagement

The involvement in and enthusiasm for school.

### ENGAGEMENT INDEX\*

N=1,386



### ENGAGEMENT GRANDMEAN

	Your District		U.S. Overall
	2017	2018	2018
<b>Overall</b>	<b>4.12</b>	<b>4.01</b>	<b>3.85</b>
At this school, I get to do what I do best every day.	3.73	3.63	3.53
My teachers make me feel my schoolwork is important.	4.25	4.15	4.00
I feel safe in this school.	4.10	3.98	3.81
I have fun at school.	3.87	3.70	3.44
I have a best friend at school.	4.72	4.65	4.37
In the last seven days, someone has told me I have done good work at school.	3.72	3.60	3.61
In the last seven days, I have learned something interesting at school.	4.03	3.98	3.86
The adults at my school care about me.	4.07	3.96	3.83
I have at least one teacher who makes me excited about the future.	4.36	4.24	4.08

### GRANDMEAN BY GRADE

5th	6th	7th	8th	9th	10th	11th	12th
4.28	4.15	3.89	3.79	-	-	-	-

### ITEM RESPONSES

	TOTAL N	%1	%2	%3	%4	%5
		Strongly Disagree	Strongly Agree			
At this school, I get to do what I do best every day.	1,479	4	8	33	30	25
My teachers make me feel my schoolwork is important.	1,511	3	5	15	28	49
I feel safe in this school.	1,494	4	7	17	29	42
I have fun at school.	1,513	7	11	20	28	33
I have a best friend at school.	1,505	3	2	5	9	81
In the last seven days, someone has told me I have done good work at school.	1,408	15	9	15	23	38
In the last seven days, I have learned something interesting at school.	1,504	6	7	16	26	45
The adults at my school care about me.	1,345	5	7	17	28	43
I have at least one teacher who makes me excited about the future.	1,467	5	5	10	20	60

\*A minimum n size of 100 is required for full index results and an n size of 30 for percentage engaged only results.

\*\* This scorecard reflects overall results from surveys completed in U.S. public schools.

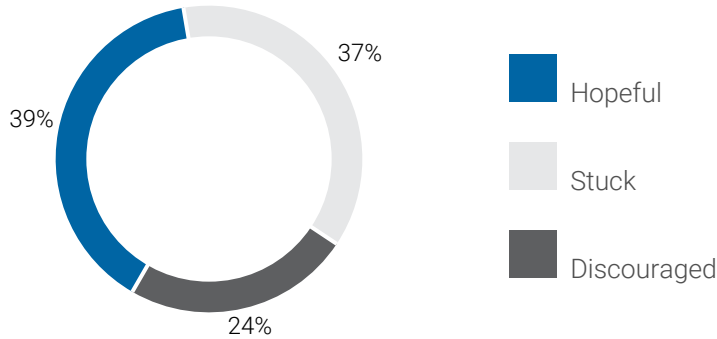


## Hope

The ideas and energy students have for the future.

### HOPE INDEX\*

N=1,478



### HOPE GRANDMEAN

	Your District		U.S. Overall
	2017	2018	2018
<b>Overall</b>	<b>4.33</b>	<b>4.22</b>	<b>4.20</b>
I know I will graduate from high school.	4.62	4.49	4.62
I have a great future ahead of me.	4.49	4.35	4.36
I can think of many ways to get good grades.	4.27	4.18	4.15
I have many goals.	4.21	4.00	4.13
I can find many ways around problems.	3.88	3.78	3.87
I have a mentor who encourages my development.	3.76	3.67	3.47
I know I will find a good job in the future.	4.55	4.43	4.35

### GRANDMEAN BY GRADE

5th	6th	7th	8th	9th	10th	11th	12th
4.39	4.24	4.15	4.12	-	-	-	-

### ITEM RESPONSES

	TOTAL N	%1	%2	%3	%4	%5
		Strongly Disagree			Strongly Agree	
I know I will graduate from high school.	1,443	1	2	8	24	64
I have a great future ahead of me.	1,423	2	2	12	29	55
I can think of many ways to get good grades.	1,508	1	4	17	30	47
I have many goals.	1,506	3	8	18	25	45
I can find many ways around problems.	1,484	4	7	25	34	29
I have a mentor who encourages my development.	1,313	11	9	20	22	38
I know I will find a good job in the future.	1,415	1	1	11	27	60

\*A minimum n size of 100 is required for full index results and an n size of 30 for percentage hopeful only results.

\*\* This scorecard reflects overall results from surveys completed in U.S. public schools.



## Entrepreneurial Aspiration

The talent and energy for building businesses that survive, thrive and employ others.

### ENTREPRENEURIAL ASPIRATION

N=919

ENTREPRENEURIAL ASPIRATION GRANDMEAN	Your District		U.S. Overall
	2017	2018	2018
<b>Overall</b>	<b>2.44</b>	<b>2.43</b>	<b>2.42</b>
I will invent something that changes the world.	2.76	2.67	2.66
I plan to start my own business.	3.07	3.01	3.03
I am learning how to start and run a business.	2.34	2.27	2.36
I have my own business now.	1.59	1.59	1.51

### GRANDMEAN BY GRADE

5th	6th	7th	8th	9th	10th	11th	12th
2.90	2.40	2.29	2.16	-	-	-	-

### ITEM RESPONSES

ITEM RESPONSES	TOTAL N	%1	%2	%3	%4	%5
		Strongly Disagree			Strongly Agree	
I will invent something that changes the world.	1,138	28	17	28	14	13
I plan to start my own business.	1,289	22	16	24	17	21
I am learning how to start and run a business.	1,381	42	19	19	11	9
I have my own business now.	1,430	74	9	7	4	6

\* This scorecard reflects overall results from surveys completed in U.S. public schools.





## Career/Financial Literacy

The information, attitudes and behaviors that students need to practice for healthy participation in the economy.

### CAREER/FINANCIAL LITERACY

N=1,187

CAREER/FINANCIAL LITERACY GRANDMEAN	Your District		U.S. Overall
	2017	2018	2018
<b>Overall</b>	<b>3.27</b>	<b>3.20</b>	<b>3.28</b>
I have a paying job now.	2.06	1.99	2.11
I am learning how to save and spend money.	3.93	3.89	3.76
I have a bank account with money in it.	3.01	2.93	3.17
I am involved in at least one activity, such as a club, music, sports or volunteering.	4.09	3.93	4.05

### GRANDMEAN BY GRADE

5th	6th	7th	8th	9th	10th	11th	12th
3.46	3.27	3.00	3.13	-	-	-	-

### ITEM RESPONSES

ITEM RESPONSES	TOTAL N	%1	%2	%3	%4	%5
		Strongly Disagree	Strongly Agree			
I have a paying job now.	1,468	62	9	11	7	12
I am learning how to save and spend money.	1,502	8	8	16	23	46
I have a bank account with money in it.	1,287	44	4	5	7	39
I am involved in at least one activity, such as a club, music, sports or volunteering.	1,478	18	4	7	9	62

\* This scorecard reflects overall results from surveys completed in U.S. public schools.

## ITEMS BY GRADE

	Your District							
	5th	6th	7th	8th	9th	10th	11th	12th
<b>ENGAGEMENT GRANDMEAN BY GRADE</b>	<b>4.28</b>	<b>4.15</b>	<b>3.89</b>	<b>3.79</b>	-	-	-	-
At this school, I get to do what I do best every day.	3.98	3.73	3.41	3.49	-	-	-	-
My teachers make me feel my schoolwork is important.	4.49	4.35	4.01	3.86	-	-	-	-
I feel safe in this school.	4.40	4.10	3.80	3.72	-	-	-	-
I have fun at school.	4.10	3.77	3.58	3.43	-	-	-	-
I have a best friend at school.	4.71	4.64	4.64	4.60	-	-	-	-
In the last seven days, someone has told me I have done good work at school.	3.64	3.71	3.54	3.55	-	-	-	-
In the last seven days, I have learned something interesting at school.	4.26	4.26	3.88	3.64	-	-	-	-
The adults at my school care about me.	4.40	4.11	3.84	3.57	-	-	-	-
I have at least one teacher who makes me excited about the future.	4.47	4.41	4.13	4.01	-	-	-	-
<b>HOPE GRANDMEAN BY GRADE</b>	<b>4.39</b>	<b>4.24</b>	<b>4.15</b>	<b>4.12</b>	-	-	-	-
I know I will graduate from high school.	4.54	4.49	4.49	4.45	-	-	-	-
I have a great future ahead of me.	4.48	4.36	4.31	4.27	-	-	-	-
I can think of many ways to get good grades.	4.40	4.20	4.14	4.06	-	-	-	-
I have many goals.	4.27	3.97	3.90	3.92	-	-	-	-
I can find many ways around problems.	3.81	3.71	3.78	3.81	-	-	-	-
I have a mentor who encourages my development.	4.11	3.93	3.40	3.36	-	-	-	-
I know I will find a good job in the future.	4.63	4.44	4.41	4.26	-	-	-	-
<b>ENTREPRENEURIAL ASPIRATION GRANDMEAN BY GRADE</b>	<b>2.90</b>	<b>2.40</b>	<b>2.29</b>	<b>2.16</b>	-	-	-	-
I will invent something that changes the world.	3.07	2.85	2.53	2.31	-	-	-	-
I plan to start my own business.	3.41	3.00	2.92	2.74	-	-	-	-
I am learning how to start and run a business.	2.63	2.27	2.17	2.08	-	-	-	-
I have my own business now.	2.06	1.56	1.45	1.40	-	-	-	-
<b>CAREER/FINANCIAL LITERACY GRANDMEAN BY GRADE</b>	<b>3.46</b>	<b>3.27</b>	<b>3.00</b>	<b>3.13</b>	-	-	-	-
I have a paying job now.	2.29	2.14	1.74	1.88	-	-	-	-
I am learning how to save and spend money.	4.02	3.93	3.83	3.82	-	-	-	-
I have a bank account with money in it.	3.09	2.96	2.71	3.00	-	-	-	-
I am involved in at least one activity, such as a club, music, sports	4.25	4.05	3.74	3.77	-	-	-	-

- No data available

DEMOGRAPHIC ITEMS

**WHAT IS YOUR AGE IN YEARS?\***

10 or under	11	12	13	14	15	16	17	18 or over
20%	23%	25%	27%	4%	0%	0%	0%	0%

**WHAT IS YOUR GENDER?\***

Male	48%
Female	49%
Choose not to answer	3%

**AFTER I FINISH HIGH SCHOOL, I WILL MOST LIKELY:**

Attend a four-year college or university	48%
Attend a two-year college	12%
Attend training to learn a skill or trade	2%
Enter the military	5%
Work at a paid job	7%
Volunteer or serve on a mission	1%
Take time off	2%
Start my own business	4%
Other	7%
Don't know	12%

\*Minimum n size of 30 required to report results.

**COMPARED TO MOST STUDENTS, I DO WELL IN SCHOOL.**

% Don't Know      %1 - Strongly Disagree      %5 - Strongly Agree



**WHICH OF THE FOLLOWING BEST DESCRIBES THE GRADES YOU GET AT SCHOOL?**

Don't Know      Poor      Average      Good      Excellent



**HOW OFTEN DID YOU MISS SCHOOL LAST YEAR WITHOUT A GOOD REASON OR BECAUSE YOU WERE SICK?**

A lot	7%
Some	19%
Not much	52%
None at all	17%
Don't know/Choose not to answer	5%

## APPENDIX

**SHARING GALLUP STUDENT POLL RESULTS**

Gallup encourages schools and districts to share their Gallup Student Poll results with their local community and key stakeholders. Below are some guidelines for the public release of school, district and the overall convenience sample data and results.

- You can share the Gallup Student Poll participation results for your school and/or district. The N sizes on the scorecard represent the total number of respondents for your school or district. Your school or district participation rate is based on the total number of eligible students in your school or district. Students in fifth through 12<sup>th</sup> grade are eligible to participate in the Gallup Student Poll.
- Please include the Gallup Student Poll Methodology and Limitations of Polling. If most eligible students in fifth through 12<sup>th</sup> grade were polled, the district (or school) may indicate that the data represent a census.
- Please do not compare your school's or district's data to the overall line of data on your scorecard when publicly sharing results. Because the overall data in your school or district report are an aggregate of a convenience sample of U.S. public schools that have opted to participate in the Gallup Student Poll, the data are not representative of the U.S. population of students in fifth through 12<sup>th</sup> grade and are thereby not fit for data comparisons. This scorecard reflects overall results from surveys completed in U.S. public schools.
- You can share district or school plans to use the data to inform strategies and focus.

**GALLUP STUDENT POLL METHODOLOGY AND LIMITATIONS OF POLLING**

The annual Gallup Student Poll is available for schools and districts in the U.S. and Canada for a fee. The online poll is completed by a convenience sample of schools and districts each fall. Gallup does not randomly select schools participating in the annual Gallup Student Poll. Schools receive a scorecard with school-specific data. Participation rates vary by school. The poll is conducted during a designated survey period and available during school hours Monday through Friday only. The Gallup Student Poll is administered to students in fifth through 12<sup>th</sup> grade. The Gallup Student Poll adds additional elements for understanding school success beyond cognitive measures.

The overall data from the annual administration of the Gallup Student Poll may not reflect responses from a nationally representative sample of students. The overall data are not statistically weighted to reflect the U.S. student population; therefore, local schools and districts should use the overall data and scorecards cautiously as a data comparison. School and district data and scorecards provide meaningful data for local comparisons and may inform strategic initiatives and programming, though the results are not generalizable beyond the participating school or district.

FY 2018-19 Performance Indicator Review  
 (Using SY 2017-18 Data)

Indicator	Performance Indicator	17/18 Rate	Target	Target Met	17/18 Selection
1	Graduation Rate <sup>1</sup>	NA			NA
2	Drop Out Rate	NC	≤ 11.72%	NA	NA
3b	ELA Participation	95.69%	> 95.0%	YES	NO
3b	Math Participation	95.69%	> 95.0%	YES	NO
3c	ELA Achievement <sup>1</sup>	ORANGE			YES
3c	Math Achievement <sup>1</sup>	RED			YES
4a	Overall Discipline <sup>1</sup>	ORANGE			YES
5a	LRE Regular Class 80% or more	54.1%	≥ 51.2%	YES	NO
5b	LRE Regular Class 40% or less	29.0%	≤ 22.6%	NO	YES
5c	LRE Separate School	1.1%	≤ 4.0%	YES	NO
6a	Regular Class	74.5%	> 34.9%	YES	NO
6b	Separate Schools	5.9%	< 32.4%	YES	NO
8	Parent Involvement	99.9%	> 92.0%	YES	NO
14a	Higher Education	NA	> 53.3%	NA	NA
14b	Competitive Employment	NA	> 73.4%	NA	NA
14c	Any Education/Employment	NA	> 82.0%	NA	NA
<b>Total count</b>					<b>4</b>

Child Find <sup>2</sup>	Percent of Special Education Students	Selected for Review
	12.23%	NO

<sup>1</sup>Calculation based on Fall 2018 Dashboard files

<sup>2</sup>Calculation refers to the percent of Special Education students in the Local Education Agency (LEA). Statistical calculations were performed on LEAs (excluding outliers) and those found to be two standard deviations below the mean are identified (3.43%).

<sup>3</sup>Placeholder, specifics in development

Note: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

# Galt Joint Union Elementary School District Snapshot: 2018-2019



	PLP: GROWTH % Met Growth Goal 1 <sup>st</sup> – 8 <sup>th</sup>		SBAC: ACHIEVEMENT % Met/Exceed Standards 3 <sup>rd</sup> – 8 <sup>th</sup>		Enrollment 10/3/18	English Learners	Migrant	Foster	Homeless	Free/Reduced/CEP Meal Program	*Socio- Economically Disadvantaged	**Special Education	Ethnicity/Race						% of Actual Attendance 2017/18 P-2 Date?
	READING	MATH	ELA	MATH									Hispanic	White	Asian	Black	Native Hawaiian/ Multiple Races		
<b>Marengo Ranch TK-6</b>	268/430 62%	248/427 58%	149/291 51%	112/292 38%	532	53 10%	7 1%	3 >1%	10 2%	241 45%	244 45%	78 15%	236 44%	247 46%	19	5	4	20	95.6%
<i>SPED: SCOE, SDC/SLD, SDC/ED ~ One full-day kinder class</i>																			
<b>River Oaks TK-6</b>	248/430 58%	245/431 37%	205/310 66%	179/311 58%	559	103 19%	15 3%	0 0%	17 3%	331 59%	338 60%	85 15%	288 51%	217 39%	33	6	5	5	95.8%
<i>SPED: RSP, SDC/SLD, SDC/SH (autistic)</i>																			
<b>Lake Canyon TK-6</b>	294/428 69%	254/428 59%	155/299 52%	121/297 41%	554	107 19%	37 7%	0 0%	10 2%	277 50%	283 51%	70 13%	284 51%	211 38%	26	15	4	11	95.3%
<i>SPED: RSP, SDC/SLD</i>																			
<b>Greer TK-6</b>	239/356 67%	212/356 60%	142/260 55%	121/260 47%	463	106 23%	13 3%	1 0%	9 2%	295 64%	307 66%	50 11%	258 56%	171 34%	14	6	2	14	95%
<i>SPED: RSP, SDC/SH, SDC/SH (autistic)</i>																			
<b>Valley Oaks K-6</b>	255/397 64%	227/425 53%	98/325 30%	77/328 23%	583	293 50%	65 11%	1 >1%	32 6%	497 86%	512 88%	80 14%	486 84%	79 13%	5	5	5	1	95.6%
<i>SPED: RSP, SDC/SLD ~ One full-day kinder class ~ One Bilingual Waiver TK/K class</i>																			
<b>McCaffrey 7-8</b>	443/865 51%	461/860 54%	428/913 47%	304/913 33%	884	101 12%	45 5%	2 >1%	8 >1%	520 59%	542 61%	110 12%	559 63%	272 31%	30	9	2	19	95.5%
<i>SPED: RSP, SDC/SLD, ED, ILS, SCOE SH (autistic)</i>																			
<b>Home/Hosp</b>					4	2	0	0	0	1	1	4	3	0	1	0	0	0	
<b>NPS</b>					1	0	0	0	0	0	0	1	1	0	0	0	0	0	
<b>District K-8</b>	1747/2906 60%	1647/2927 56%	1176/2398 49%	914/2401 38%	3577	765 21%	182 5%	7 >1%	86 2%	2161 60%	2227 62%	478 13%	2115 59%	1197 33%	128 4%	46 1%	22 1%	70 2%	
<b>Preschool</b>			Not Reported		240				Not Reported		197 82%	47 20%	138 58%	71 30%	10	1	0	n/a 9	

\* Socio-Economically Disadvantaged: economically disadvantaged students or whose parent/guardian is not a high school graduate  
 Economically Disadvantaged (students eligible for or participating in any of the following): F/R Meal Program, Homeless, Foster, Migrant Education, Direct Certification Status/Extension  
 \*\*Special Education: Students in a special education class and students in regular education class receiving speech services. Does not include students receiving only speech services.

# Galt Joint Union Elementary School District Snapshot: 2018-2019

## **Certificated Staff**

- 1 Superintendent
- 2 District Administrators
- 13 School Site Administrators
- 203 Certificated Staff Members
- MTSS Support Staff: 4 Psychologists, 2 Counselors,  
1 Program Specialist for Special Education
- 1 Service Learning Coordinator
- 1 Nurse

## **Classified Staff**

- 1 District Administrator
- 4 Supervisors
  - Extended Learning
  - Fiscal Services
  - Food Services
  - Maintenance
  - Transportation
- 1 Technology Coordinator
- 3 After School Education and Safety (ASES)
- 253 Classified Staff Members
- 7 Non-Union Staff Members
  - 5 Social Workers
  - 1 Behavior Analyst
  - 1 Behavior Consultant
- 5 Confidential Staff members
- 49 Yard Supervisors

## **Budget**

- \$41 million



## RESEARCH WITH DRAFT REFINEMENT FOCUS AREAS

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### Attachments:

- a. WestEd GJUESD Research Summary
- b. Darling-Hammond and Cook-Harvey Whole Learner Research Summary
- c. Draft GJUESD Refinement Focus Conceptual Mapping with Grant Alignment
- d. Planning and/or Implementation Grants



Impact study results include:

1. The study's results show **improvement in multiple subject areas** (mathematics, reading and language usage).
2. Learners outpaced their “matched” student counterparts in **academic growth by over ten percent** in content areas.
3. By year three of the initiative and full implementation, high poverty and English learner groups demonstrated **upward achievement trajectories in all content areas**.
4. Galt's comprehensive model for addressing non-academic aspects of learning may be contributing to students' motivation and engagement in learning that **strengthens their ability to access and persevere in the curriculum**.

The four-year study suggests that the GJUESD personalized learning model can support student achievement in diverse and historically underperforming populations. GJUESD has over 60% poverty rate with English learners ranging from 12% to 50% at elementary schools.



Photo © Drew Bird

# Educating the Whole Child: Improving School Climate to Support Student Success

Linda Darling-Hammond and Channa M. Cook-Harvey

## Abstract

This brief reviews research demonstrating that student learning and development depend on affirming relationships operating within a positive school climate. It describes how such an environment can provide all children with a sense of safety and belonging by creating safe and culturally responsive classroom communities, connecting with families, teaching social-emotional skills, helping students learn to learn, and offering a multi-tiered system of supports.

The full report can be found online at <https://learningpolicyinstitute.org/product/educating-whole-child>.

## Acknowledgments

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Across the country, there is renewed interest in a whole child approach to learning—an approach that many felt was pushed aside during the No Child Left Behind (NCLB) era, with its intense focus on raising test scores to avoid punitive consequences for students, teachers, and schools. The result was too often a “drill and kill,” “test and punish,” “no excuses” environment in which many children experienced a narrow curriculum and a hostile climate that discouraged them and pushed many out of school.<sup>1</sup> Indeed, a 2006 national study of 6th- to 12th-graders found that:

- only 29% felt their school provided a caring, encouraging environment;
- fewer than half reported they had developed social competencies such as empathy, decision making, and conflict resolution skills; and
- 30% of high school students engaged in multiple high-risk behaviors such as substance abuse, sex, violence, and attempted suicide.<sup>2</sup>

Non-supportive school conditions undermine student motivation and learning, facilitate student disengagement from school, and contribute to school failure and high dropout rates, especially for students of color, who graduate at much lower rates than their White peers.

By contrast, research has found that a **positive school climate** improves academic achievement and reduces the negative effects of poverty on achievement, boosting grades, test scores, and student engagement.<sup>3</sup> Indeed, new knowledge about human learning and development demonstrates that a positive school environment is not a “frill” to be attended to after academics and discipline are taken care of. Instead, it is the primary *pathway* to effective learning.

Because children learn when they feel safe and supported, and their learning is impaired when they are fearful or traumatized, they need both supportive environments and well-developed abilities to manage stress. Therefore, it is important that schools provide a positive learning environment that allows students to learn social-emotional skills as well as academic content.

In this brief we examine how schools can use effective, research-based practices to create settings in which students' healthy growth and development are central to the design of classrooms and the school as a whole. We describe key findings from the sciences of learning and development, the school practices that should derive from this science, and the policy strategies that can support these conditions on a wide scale.

## Key Lessons From the Science of Learning and Development

In recent years, a great deal has been learned about how biology and environment interact to produce human learning and development. A summary of the research<sup>4</sup> from neuroscience, developmental science, and the learning sciences points to the following foundational principles:

- 1. The brain and development are malleable. The brain grows and changes throughout life in response to experiences and relationships. The nature of these experiences and relationships matters greatly for development.**

Optimal brain development is shaped by warm, consistent relationships; empathetic back-and-forth communications; and modeling of productive behaviors. The brain's capacity develops most fully when children and youth feel emotionally and physically safe; when they feel connected, supported, engaged, and challenged; and when they have rich opportunities to learn, with materials and experiences that allow them to inquire into the world around them.

- 2. Variability in human development is the norm, not the exception. The pace and profile of each child's development are unique.**

Because each child's experiences create a unique trajectory for growth, there are multiple pathways—and no one best pathway—to effective learning. Rather than assuming all children will respond to the same teaching approaches equally well, effective teachers personalize supports for different children, and effective schools avoid prescribing learning experiences around a mythical average. When schools try to fit all children to one pace and sequence, they miss the opportunity to reach each child, and they can cause children to adopt counterproductive views about themselves and their own learning potential, which undermines their progress.

- 3. Human relationships are the essential ingredient that catalyzes healthy development and learning.**

Supportive, responsive relationships with caring adults are essential for healthy development and learning. Positive, stable relationships can buffer the potentially negative effects of even serious adversity. When adults have the awareness, empathy, and cultural competence to appreciate and understand children's experiences, needs, and communication, they can promote the development of positive attitudes and behaviors and build confidence to support learning.

- 4. Adversity affects learning—and the way schools respond matters.**

Each year in the United States, 46 million children are exposed to violence, crime, abuse, or psychological trauma, as well as homelessness and food insecurity. These adverse childhood experiences create toxic stress that affects attention, learning, and behavior. Poverty and racism, together and separately, make chronic stress and adversity more likely. In schools where students encounter punitive discipline rather than support for handling adversity, their stress is magnified. Schools can buffer the effects of stress by facilitating supportive adult-child relationships that extend over time; teaching social and emotional skills that help children handle adversity; and creating helpful routines for managing classrooms and checking in on student needs.

- 5. Learning is social, emotional, and academic.**

Emotions and social relationships affect learning. Positive relationships, including trust in the teacher, and positive emotions, such as interest and excitement, open up the mind to learning. Negative emotions, such as fear of failure, anxiety, and self-doubt, reduce the capacity of the brain to process information and to learn. Learning is shaped both by intrapersonal awareness, including the ability to manage stress and direct energy in productive ways, and by interpersonal skills, including the ability to interact positively with others, resolve conflicts, and work in teams. These skills can be taught.

6. Children actively construct knowledge based on their experiences, relationships, and social contexts.

Students dynamically shape their own learning. Learners compare new information to what they already know in order to learn. This process works best when students engage in active, hands-on learning and when they can connect new knowledge to personally relevant topics and lived experiences. Effective teachers draw those connections, create engaging tasks, watch and guide children’s efforts, and offer constructive feedback with opportunities to practice and revise work. Teachers also provide opportunities for students to set goals and assess their own work and that of their peers so that they become increasingly self-aware, confident, and independent learners.

## Implications of the Science of Learning and Development for Schools

Given these insights, research suggests that schools should attend to four major domains, shown in Figure 1 and described below, to support student achievement, attainment, and behavior.

**Figure 1**  
**A Framework for Whole Child Education**



**1. Supportive environmental conditions that create a positive school climate and foster strong relationships and community. These conditions can be accomplished through:**

- a caring, culturally responsive learning community in which all students are valued and are free from social identity threats that undermine performance;
- structures that allow for continuity in relationships and consistency in practices; and
- relational trust and respect between and among staff, students, and families enabled by collegial supports for staff and proactive outreach to parents.

Personalizing the educational setting so that children can be well-known and supported is one of the most powerful levers to change the trajectories for children’s lives. Often, it is close adult-student relationships that enable students placed at risk to attach to school and gain the academic and other help they need to succeed.<sup>5</sup> But developing these relationships can be difficult in most U.S. secondary schools, where teachers see 150–200 students each day, students see seven to eight teachers daily, and the focus is on competitive ranking—just as young people most need to develop a strong sense of belonging and personal identity.<sup>6</sup> Such depersonalized contexts are most damaging when students also experience the effects of poverty, trauma, and discrimination without supports that enable them to cope.

One way to create stronger relationships is by structuring small schools or small learning communities that feature structures such as advisory systems in which advisors work with a small group of students over multiple years, teaching teams that share students, or looping teachers with the same students over 2 years or more. Such approaches have been found to improve student achievement, attachment, attendance, attitudes toward school, behavior, motivation, and graduation rates.<sup>7</sup> Teachers in personalized settings report a greater sense of efficacy, while parents report feeling more comfortable reaching out to the school for assistance.<sup>8</sup>

Schools can also strengthen relational trust among educators and families, a key predictor of gains in achievement. As Bryk & Schneider put it: “Trust is the connective tissue that holds improving schools together.”<sup>9</sup> Schools can nurture trust by engaging parents as partners with valued expertise; building in time and support for teacher home visits and positive phone calls, texts, or email messages; and scheduling school meetings and conferences around parents’ availability.

Finally, schools can become “identity safe”—i.e., places where all students feel competent and supported in all classrooms. The way students are treated in school—or in society outside of school—can trigger or ameliorate **social identity threat**, which can affect members of groups that have been evaluated negatively in society—for example, on the basis of race, ethnicity, language, income, sexual identity, disability status, or gender. Because American schools exist within a societal climate that perceives—and misperceives—people in racial and ethnic terms, stereotype threat in the classroom is often powerfully experienced by students of color. This fear of being judged in terms of a group-based stereotype induces stress that impairs working memory and focus, leading to poorer performance on school tasks.<sup>10</sup>

In addition, if students subject to social identity threat don’t know whether a school is safe and welcoming for them, many will assume it is unsafe and may become hypervigilant and defensive. When a student feels threatened, he or she may respond to a seemingly innocuous interaction with a disproportionately negative response.

To offset the discriminatory messages many students receive in the society at large, schools have an obligation to act affirmatively to make it clear to students that in this environment they will be safe, protected, and valued. This begins with positive cultural representations and messages of inclusiveness in the curriculum and classrooms. In addition, educators can mitigate stereotype threat by providing positive affirmations about each student’s value and competence—affirmations that studies show result in improved test scores, grades, and other academic measures.<sup>11</sup>

Teachers can also explain that assignments are meant to diagnose current skills that can be improved, rather than to measure ability. As they give constructive feedback about students' work, they can note that the feedback reflects the teacher's high standards and a conviction that the student can reach them, providing an opportunity to revise the work.<sup>12</sup> When teachers express this kind of confidence in students, they create an "identity-safe" atmosphere for learning to take place and for student achievement to improve continuously.

## Identity-Safe Classrooms

Identity-safe classrooms promote student achievement and attachments to school.<sup>13</sup> The elements of such classrooms, found to support strong academic performance for all students, include:

- **Teaching** that promotes understanding, student voice, student responsibility for and belonging to the classroom community, and cooperation in learning and classroom tasks.
- **Cultivating diversity as a resource** for teaching through regular use of culturally responsive materials, ideas, and teaching activities, along with high expectations for all students.
- **Classroom relationships** based on trusting, encouraging interactions between the teacher and each student, and the development of positive relationships among the students.
- **Caring, orderly, purposeful classroom environments** in which social skills are proactively taught and practiced to help students respect and care for one another in an emotionally and physically safe classroom, so each student feels respected by and attached to the others.

## 2. Social and emotional learning (SEL) that fosters skills, habits, and mindsets that enable academic progress and productive behavior. Such learning can be developed through:

- explicit instruction in social, emotional, and cognitive skills, such as intrapersonal awareness, interpersonal skills, conflict resolution, and good decision making;
- infusion of opportunities to learn and use social-emotional skills, habits, and mindsets throughout all aspects of the school's work in and outside of the classroom; and
- educative and restorative approaches to classroom management and discipline, so that children learn responsibility for themselves and their community.

Many schools are using formal programs that teach social-emotional skills, such as Second Step, PATHS, and others. A meta-analysis of 213 studies of such programs found that, relative to other students, participating students showed greater improvement in their social and emotional skills; in attitudes about themselves, others, and school; in classroom behavior; and in test scores and school grades<sup>14</sup>—benefits that endured years later.<sup>15</sup> Many schools also infuse social-emotional learning through the curriculum—for example, through curricula focused on perspective-taking and empathy in history and English language arts, and on community and social problem solving in social studies, mathematics, and science. Such efforts produce positive outcomes for student engagement, attachment to school, achievement, attainment, and behavior, including strong collaboration and support of peers, resilience, a growth mindset, and helpfulness toward others.<sup>16</sup>

A positive approach to schoolwide discipline recognizes that students' behaviors reveal skills that need to be taught and developed, rather than demanded through punishment. Explicit teaching of interpersonal skills, conflict resolution, and problem solving creates a virtuous circle of responsible behavior. Studies have found that even in elementary school, students who learn and practice conflict resolution skills become more inclined to work out problems among themselves before the problems escalate.<sup>17</sup> Students who have been aggressive benefit most in improved relationships, self-esteem, personal control, and academic performance.<sup>18</sup>

Restorative practices—which create systems for students to reflect on any mistakes, repair damage to the community, and get counseling when needed—reduce disciplinary referrals, suspensions, and expulsions and improve teacher-student relationships and academic achievement.<sup>19</sup> They support a sense of community and responsibility through strategies like daily classroom meetings, community-building circles, conflict resolution strategies, restorative conferences, and peer mediation.

By contrast, coercive discipline, in which schools manage student behavior largely through punishments, exacerbates discriminatory treatment of students,<sup>20</sup> as students of color are disproportionately removed from class and school compared to White students who exhibit the same behaviors. Exclusionary discipline does not teach new strategies students can use to solve problems, nor does it enable teachers to understand how they can reduce problem behavior.<sup>21</sup> Further, the more time students spend out of the classroom, the more their sense of connection to the school wanes, both socially and academically. This distance promotes disengaged behaviors, such as truancy, chronic absenteeism, and antisocial behavior,<sup>22</sup> which in turn exacerbate a widening achievement gap and an increased likelihood of dropping out.<sup>23</sup>

### **3. Productive instructional strategies that support motivation, competence, self-efficacy, and self-directed learning. These curriculum, teaching, and assessment strategies feature:**

- meaningful work that connects to students' prior knowledge and experiences and actively engages them in rich, engaging, motivating tasks;
- inquiry as a major learning strategy, thoughtfully interwoven with explicit instruction and well-scaffolded opportunities to practice and apply learning;
- well-designed collaborative learning opportunities that encourage students to question, explain, and elaborate their thoughts and co-construct solutions;
- a mastery approach to learning supported by performance assessments with opportunities to receive helpful feedback, develop and exhibit competence, and revise work to improve; and
- opportunities to develop metacognitive skills through planning and management of complex tasks, self- and peer assessment, and reflection on learning.

A key insight from the science of development is that learning is a function both of teaching and students' perceptions about themselves as learners. Students will work harder to achieve understanding and will make greater progress when they believe they can succeed. A growth mindset—the belief that effort will lead to increased competence—is essential to motivation and learning.<sup>24</sup> The core principle that skills can always be developed is consistent with evidence that the brain is constantly growing and changing in response to experience. Providing constructive feedback and opportunities for practice and revision are practices that enable learners to grow.<sup>25</sup>

The learning environment supports motivation when learning and mastery goals are emphasized, rather than grades or performance goals, and when teachers provide support, recognize effort and improvement, treat mistakes as learning opportunities, give students opportunities to revise their work, emphasize learning when evaluating, minimize individual competition and comparison, and group students by topic, interest, or choice.<sup>26</sup> In addition, insights from the learning sciences reveal that humans are motivated by interactions and develop neural pathways when they produce and receive language in conversation,<sup>27</sup> which means that intellectually stimulating classrooms should actively support discussion, debate, and collaboration.

Today's expectations that graduates have the problem solving and interpersonal skills needed for 21st century success require a focus on instruction designed to foster outcomes such as higher order thinking, collaborative problem solving, and the development of a growth mindset. These abilities cannot be developed through passive, rote-oriented learning aimed at memorizing disconnected facts. They require deeper understanding that supports the use of knowledge in new situations.<sup>28</sup> Specific pedagogical moves that support deeper learning and motivation include:

- choice of tasks that have the right amount of challenge, demanding analysis to answer a question or develop a product, with supportive guidance and feedback;
- well-designed questions to stimulate inquiry and engagement, as well as to support students putting information together to find answers and consolidate understanding;
- varied representations of concepts that allow students to “hook into” understanding in different ways;
- design of instructional conversations and collaborative work that allows students to discuss their emerging thinking and hear other ideas, developing concepts, language, and further questions in the process;
- encouragement for students to elaborate, question, and self-explain; and
- apprentice-style relationships in which knowledgeable practitioners or peers facilitate students' ever-deeper participation in a particular field.<sup>29</sup>

Finally, assessment plays a strong role in student motivation and learning. Research has found that a mastery-focused approach to assessment that emphasizes learning goals helps learners sustain effort and focus on improving competence and deeply understanding the work they produce.<sup>30</sup> In addition, assessments that place value on growth rather than on scores create higher motivation and higher levels of cognitive engagement.<sup>31</sup> In contrast, researchers have found that evaluative, comparison-oriented testing focused on judgments about students leads to most students' decreased interest in school, distancing from the learning environment, and a lowered sense of self-confidence and personal efficacy.<sup>32</sup>

In many learning-centered schools, projects, papers, portfolios, and other products are evaluated through rubrics that vividly describe dimensions of quality. When these are coupled with opportunities for feedback and revision, the assessments promote learning and mastery, rather than seeking to rank students against each other. These performance assessments encourage higher order thinking, evaluation, synthesis, and deductive and inductive reasoning while requiring students to demonstrate understanding.<sup>33</sup> The assessments themselves are learning tools that build students' executive functioning, including their ability to plan and organize, as well as their growth mindset and ability to persevere in the face of challenges.

#### **4. Individualized supports that enable healthy development, respond to student needs, and address learning barriers. These include:**

- access to integrated services that enable children's healthy development;
- extended learning opportunities that nurture positive relationships, support enrichment and mastery learning, and close achievement gaps; and
- multi-tiered systems of academic, health, and social supports to address learning barriers both in and out of the classroom.

Effective school environments take a systematic approach to promoting children's development in all facets of the school and its connections to the community. Stress is a normal part of healthy development, but excessive stress in any of these contexts—at home, at school, or in other aspects of the community—can undermine learning and development and have profound effects on children's well-being. Well-designed supports, including specific programs and interventions that buffer children against excessive stress, can enable resilience and success even for children who have faced serious adversity and trauma.



A key aspect of creating a supportive environment is a shared developmental framework among all of the adults in the school, coupled with procedures for ensuring that students receive additional help for social, emotional, or academic needs when they need them, without costly and elaborate labeling procedures standing in the way. An increasingly successful means of supporting students is the use of multi-tiered systems of support (MTSS). Most such systems include three tiers.<sup>34</sup> The first tier is universal—everyone experiences it. Ideally, it uses teaching strategies grounded in universal designs for learning that are broadly successful with children who learn in different ways, as well as using explicit social-emotional learning models and positive behavioral support strategies that are culturally and linguistically competent.<sup>35</sup>

Tier 2 services and supports address the needs of students at elevated risk or who need some particular additional support. The risk may be demonstrated by behavior (e.g., number of absences) or due to having experienced a known risk factor (e.g., the loss of a parent). Services may include academic supports (e.g., Reading Recovery, mathematics tutoring, extended learning time) or family outreach, counseling, and behavioral supports. Schools may operate counseling groups to support students who have experienced loss, violence, or other traumatic events and those who need to learn to manage conflict and anger.

Tier 3 involves intensive interventions for students at particularly high levels of risk or whose needs are not sufficiently met by tier 2 interventions. Tier 3 services, often offered in collaboration with community-based organizations, can include one-on-one health and mental health supports, effective special education, and social workers to help students—and sometimes their families—access supports and services.

Interventions, not students, are tiered, and supports can and should be provided in normative environments. Students are not “tier 2 or 3 students”; they receive services as needed for as long as needed, but no longer. Providers should build on student strengths and assets, not focus solely on deficits. Because tier 2 and 3 services demand more of students and families, it is particularly important that they be implemented in a child- and family-driven manner that is culturally competent. Key is that a whole child approach is taken; students are dealt with in connected rather than fragmented ways; and care is personalized to the needs of individuals.

## Recommendations

This growing knowledge base suggests that, in order to create schools that support healthy development for young people, our education system should focus on three major actions:

### Recommendation #1: Focus the System on Developmental Supports for Young People

States guide the focus of schools and professionals through the ways in which accountability systems are established, guidance is offered, and funding is provided. To ensure developmentally healthy school environments, states, districts, and schools can:

- Include measures of school climate, social-emotional supports, and school exclusions in **accountability and improvement systems**, so that these are a focus of schools' attention, and data are regularly available to guide continuous improvement.
- Adopt **standards** or other guidance for social, emotional, and cognitive learning that clarifies the kinds of competencies students should be helped to develop and the kinds of practices that can help them accomplish these goals.
- Replace zero tolerance policies regarding school discipline with **discipline policies** focused on explicit teaching of social-emotional strategies and restorative discipline practices that support young people in learning key skills and developing responsibility for themselves and their community.
- Incorporate educator competencies regarding support for social, emotional, and cognitive development, as well as restorative practices, into **licensing and accreditation requirements** for teachers and administrators, as well as counseling staff.
- Provide **funding** for school climate surveys, social-emotional learning and restorative justice programs, and revamped licensing practices (including appropriate assessments) to support these reforms. As suggested below, additional investments are needed for multi-tiered systems of supports, integrated student services, extended learning, and professional learning for educators to enable progress within schools.

### Recommendation #2: Design Schools to Provide Settings for Healthy Development

To provide school settings for healthy development within a productive policy environment, educators and policymakers can:

- Design schools for **strong, personalized relationships** so that students can be well-known and supported (e.g., by creating small schools or learning communities within schools), looping teachers with students for more than 1 year, creating advisory systems, supporting teaching teams, and organizing schools with longer grade spans—all of which strengthen relationships and improve student attendance, achievement, and attainment.
- Develop schoolwide norms and supports for **safe, culturally responsive classroom communities** that provide students with a sense of physical and psychological safety, affirmation, and belonging, as well as opportunities to learn social, emotional, and cognitive skills.
- Ensure that **integrated student supports** are available to support students' health, mental health, and social welfare through community school models or community partnerships, coupled with parent engagement and restorative justice programs.
- Create **multi-tiered systems of support (MTSS)**, beginning with universal designs for learning and personalized teaching, continuing through more intensive academic and non-academic supports, to ensure that students can receive the right kind of assistance when needed, without labeling or delays.

- Provide **extended learning time** to ensure that students do not fall behind, including skillful tutoring and academic supports such as Reading Recovery; summer programs to avoid summer learning loss; and support for homework, mentoring, and enrichment.
- Design **outreach to families** as part of the core approach to education, including home visits and flexibly scheduled student-teacher-parent conferences to learn from parents about their children; outreach to involve families in school activities; and regular communication through positive phone calls home, emails, and text messages.

### **Recommendation #3: Ensure Educator Learning for Developmentally Supportive Education**

To help educators learn how to redesign schools and develop practices that support a positive school climate, the state, counties, districts, schools, and educator preparation programs can:

- Invest in **educator wellness** through strong preparation and mentoring that improve efficacy and reduce stress, mindfulness and stress management training, social-emotional learning programs that benefit both adults and children, and supportive administration.
- Design **pre-service preparation programs** for both teachers and administrators that provide a strong foundation in child and adolescent development and learning; knowledge of how to create engaging, effective instruction that is culturally responsive; skills for implementing social-emotional learning and restorative justice programs; and an understanding of how to work with families and community organizations to create a shared developmentally supportive approach. Include supervised clinical experiences in schools that model how to create (and for administrators, how to design and foster) a positive, developmentally supportive school climate for all students.
- Offer widely available **in-service development** that helps educators continually build on and refine student-centered practices; learn to use data about school climate and a wide range of student outcomes to undertake continuous improvement; problem solve around the needs of individual children; and engage in schoolwide initiatives in collegial teams and professional learning communities.
- Invest in educator **recruitment and retention**, including forgivable loans and service scholarships that support strong preparation, high-retention pathways into the profession—such as residencies—that diversify the educator workforce, high-quality mentoring for beginners, and collegial environments for practice. A strong, stable, diverse, well-prepared teaching and leadership workforce is perhaps the most important ingredient for a positive school climate that supports effective whole child education.

The emerging science of learning and development makes it clear that a whole child approach to education, which begins with a positive school climate that affirms and supports all students, is essential to support academic achievement as well as healthy development. Research and the wisdom of practice offer significant insights for policymakers and educators about how to develop such environments. The challenge ahead is to assemble the whole village—schools, health care organizations, youth and family serving agencies, state and local governments, philanthropists, and families—to work together to ensure that every young person receives the benefit of what is known about how to support his or her healthy path to a productive future.

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**WHOLE LEARNER RESEARCH FRAMEWORK DOMAINS**

- A. Positive School Climate
- B. Individualized Supports

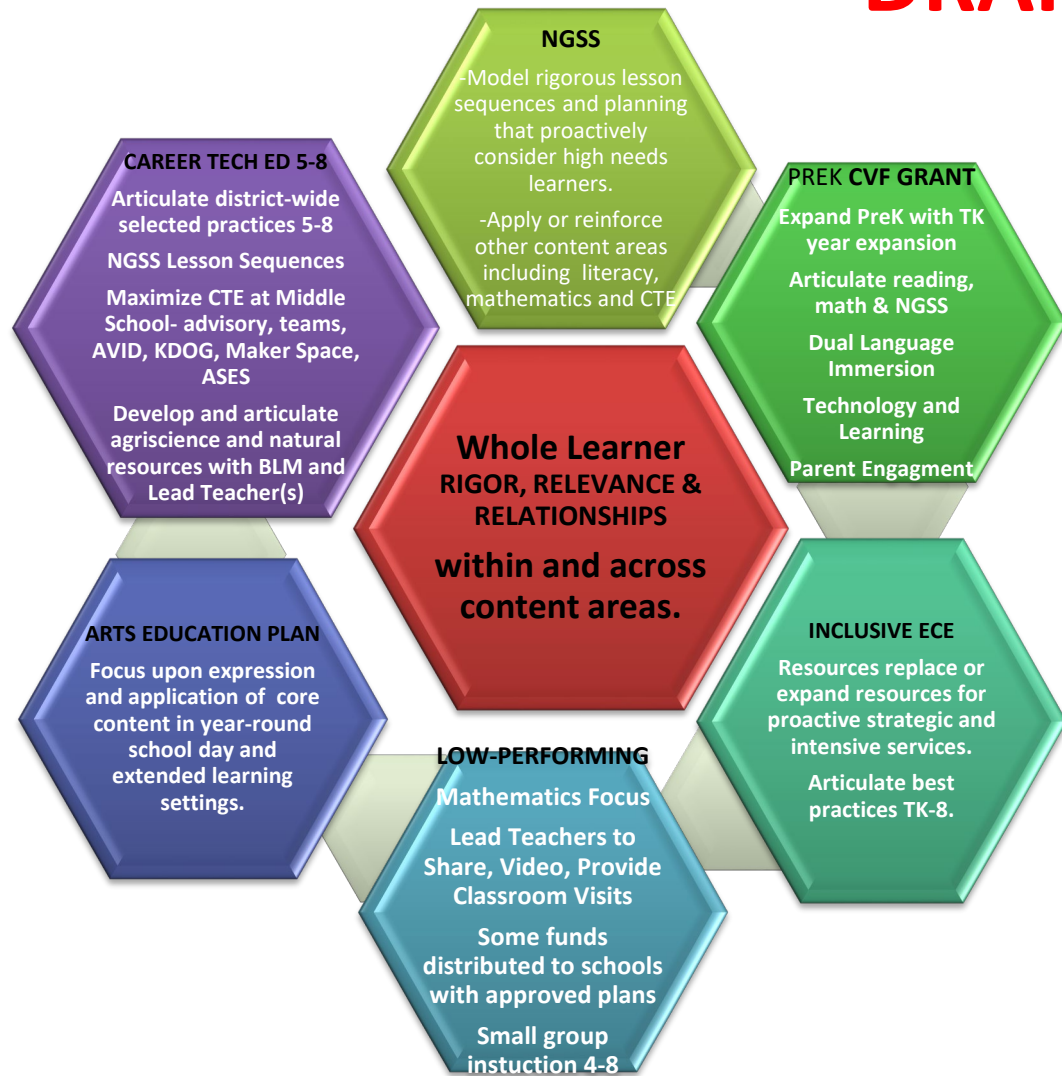
- C. Productive Instructional Strategies
- D. Social and Emotional Development

**DRAFT**



## Planning Grant with Rigor, Relevance and Relationships Mapping

**DRAFT**



- Planning and Implementation Grants
  1. Art Education Community of Practice Grant
  2. Central Valley Pre-K Initiative and English Learner Grant
  3. Inclusive Early Education Expansion Program (NGSS connections)
  4. NGSS Early Implementation Grant (power of language, reading strategies)
  5. Low-Performing Students Block Grant (mathematics- after school LTs)
  6. Middle School Foundation Academies Planning Grant: Career Technical Education (grades 5-8) (PLP career connections, agriculture/

## **GJUESD Planning and/or Implementation Grants**

- A. Central Valley Foundation Pre-Kindergarten and English Learner
  - \$75,000 Planning Grant with projected 5-Year Implementation Grant (projected to be substantial funding)
  
- B. Arts Education with SCOE
  - \$25,000 for Plan Development by September 2019
  
- C. Inclusive Early Education (Preschool and Special Education) Expansion
  - Competitive State Funding with or without County Office (Funding TBD)
  
- D. Low-Performing Students Block Grant
  - \$300,356 for students not identified as LCAP high needs or special education learners (spend by 2020-21)
  
- E. Middle School Foundation Academies Planning Grant for Career Technical Education (grades 5-8)
  - \$25,000 planning with possible additional \$50,000 implementation per year for multiple years. Involves coordination with Galt High School District.
  
- F. Next Generation Science Standards (NGSS) Early Implementation Grant





## BUDGET, FACILITIES AND RESOURCES CONSIDERATIONS

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### Attachments:

- a. Policy Analysis for California Education (PACE): The Governor's Budget and Getting Down to Facts II
- b. Reserve Comparison (October 2018)
- c. GJUESD Facilities Road Map
- d. Farm to Futures Center

# Evidence to Inform Education Policy

## — THE GOVERNOR'S PROPOSED BUDGET AND *GETTING DOWN TO FACTS II* —

Governor Newsom's first Budget Proposal increases funding for education in California. There are areas of substantive overlap in the Budget Proposal and research findings from the *Getting Down to Facts II* research project, released in September 2018, which built an evidence base on the current status of California education and implications for paths forward. As the Budget moves from proposal to reality, it is critical that the evidence from GDTFII continues to inform the policy process, particularly in response to these key findings:



### Adequately fund schools

The Budget proposes a \$2 billion increase for the Local Control Funding Formula, providing needed funds for schools and districts. However, GDTFII research suggests the budget would need to be increased by over \$25 billion to achieve adequate spending for California schools.



### Improve access to high-quality early childhood education

The Budget proposes over \$630 million for increased access to preschool; however, providing additional slots without sufficient attention to the quality of programs and instruction will not produce the long-term results that California seeks for its students.



### Address large unfunded pension liabilities

The Budget proposes a \$3 billion one-time payment to CalSTRS to reduce long-term liabilities for employers, which will relieve some of the burden of districts' pension costs. However, it does not resolve the structural issues that have put California in such severe pension debt.



### Develop data systems to inform educational improvement

The Budget proposes \$10 million for the development of a longitudinal data system. As plans unfold, the data system will need to be designed in partnership with stakeholders with the purposes and uses of the data system in mind.



### Increase funding for Special Education

The Budget proposes \$576 million to support expanded Special Education services and school readiness supports. Additional work and investments will be required to ensure fair and equitable distribution of Special Education resources.



### Fund school facility construction and modernization

The Budget proposes an increase of \$906 million over the prior year to support school facility projects. The wide volatility in facilities funding, disparities by district wealth, and the lack of reliable information on facilities remain unaddressed.



### Build capacity to support continuous improvement

The Budget proposes an increase of \$20.2 million for County Offices of Education for providing school district assistance, however, additional investments must be made in building system capacity for continuous improvement.

For more evidence to inform policy, visit <https://edpolicyinca.org/projects/gdtfii>

# SACRAMENTO COUNTY OFFICE OF EDUCATION

## Reserve Levels

First Interim 2018-2019 (General Fund)

As of October 31, 2018

Districts	State Recommended Percentage Reserve Level	Board Policy Reserve Level	State Recommended Amount	Total Projected Unrestricted Reserve	Projected Reserve Level
Arcohe	4%	10%	220,850	552,124	10.00%
Center	3%		1,534,431	6,552,005	12.81%
Elk Grove	2%		14,782,120	14,800,000	2.00%
Elverta	5%	10%	135,603	271,207	10.00%
Folsom	3%		6,791,760	6,900,000	3.05%
Galt Elem	3%		1,275,124	1,785,336	4.20%
Galt High	3%		877,106	1,463,719	5.01%
Natomas	3%	9%	3,675,939	9,681,163	7.90%
River Delta	3%	5%	763,687	1,367,294	5.37%
Robla	3%	5%	792,719	1,321,199	5.00%
Sac City	2%		11,222,352	31,617,528	5.63%
San Juan	2%		9,549,580	36,781,150	7.70%
Twin Rivers	3%	\$19 million	11,187,976	17,273,046	4.63%

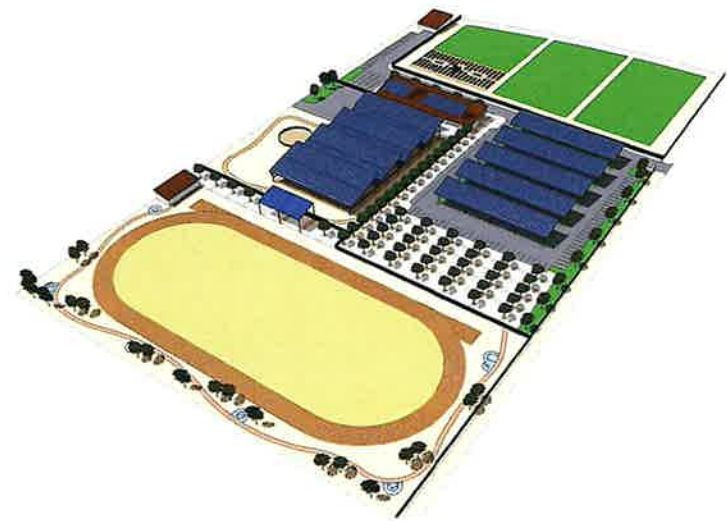
Total

62,809,247 130,365,771

GJUESD MEASURE K FACILITIES IMPROVEMENT PRIORITIES: MULTI-YEAR ROLL-OUT								
TIMELINE ASSUMES STATE FUNDING FOR ALL MODERNIZATION PROJECTS RECEIVED 2020/21								
PROGRESS UPDATE JANUARY 2019								
Priority 1: Safety and Security; Priority 2: Modernization; Priority 3: Infrastructure; Priority 4: 21st Century Learning								
	VALLEY OAKS	GREER	MARENGO RANCH	RIVER OAKS	LAKE CANYON	MCCAFFREY	FAIRSITE	TOTAL
<b>PLANNED FUNDING PER SCHOOL</b>								
Measure K GO Bond	\$5,582,000	\$5,000,000	\$5,000,000	\$3,160,000	\$200,000	\$500,000	\$40,000	\$19,482,000
Proposition 39 Energy Funding	\$122,100	\$85,154	\$318,464	\$230,849	\$0	\$48,280		\$804,847
<b>State School Facilities Program (SFP)/Prop 51</b>								
*Modernization	\$2,841,216	\$2,062,322	TBD-Elig in 2022	\$2,509,572	\$0	\$0	\$0	\$7,413,110
*New Construction	TBD	TBD	\$0	TBD	\$0	\$0	\$0	\$0
*Facilities Hardship (State Funding)	\$0	\$0	TBD	\$0	\$0	\$0	\$0	TBD
<b>TOTAL PLANNED FUNDING</b>	<b>\$8,545,316</b>	<b>\$7,147,476</b>	<b>\$5,318,464</b>	<b>\$5,900,421</b>	<b>\$200,000</b>	<b>\$548,280</b>	<b>\$40,000</b>	<b>\$27,699,957</b>
<b>COMPLETED PROJECTS 2017/18 and 18/19</b>								
<b>Priority 1 Projects: Safety and Security</b>	Telephones	Telephones	Telephones	Telephones	Security System	Telephones	Telephones	
	Security Cameras	Security Cameras	Security Cameras	Security Cameras	Playground Equip.	Security Cameras	Security Cameras	
	Paving	Paving	Paving	Paving		Paving	Paving	
	<b>Increment I Projects: Priority 2: Modernization</b>	Kinder Playground		Playground Equip.		<b>Priority 4: 21st Century Learning</b>		
	HVAC/Roofing: Bldgs A,C,E	<b>DSA Close-Out Work: Priority 3: Infrastructure</b>		Security Fencing		BFLC Remodel		
	<b>CDE Approved, Submitted to OPSC on 11/13/18</b>	Firewall Repair		<b>Priority 3: Infrastructure</b>		Projector Mounting		
		Lighting Infrastructure		Site Water Pump Replacement				
<b>INCREMENT I PROJECTS</b>								
<b>CURRENTLY ACTIVE PROJECTS</b>	Security Fencing			<b>Priority 1: Safety and Security</b>				
<b>UNDER CONSTRUCTION</b>	Kitchen/MP Room			Fire Alarm System				
<b>AS OF JANUARY 2019</b>	Remodel: Including			Intrusion System				
<b>Priority 1: Safety and Security</b>	Kitchen Equipment			<b>CDE Approved, Submitted to OPSC on 1/15/19</b>				
<b>Priority 2: Modernization</b>	Replacement/Upgrade							
<b>Priority 3: Infrastructure</b>	Fire Alarm System/Sprinklers							
	MPR Restroom Accessibility							
	Light Fixture and Controls							
	New Epoxy Flooring in Kitchen							
	<b>CDE Approved, Submitted to OPSC on 11/13/18</b>							
<b>Estimated Completion</b>	<b>February 2019</b>			<b>February 2019</b>				
<b>CURRENTLY ACTIVE PROJECTS IN DESIGN</b>		<b>Priority 4: 21st Century Learning Priority 2: Modernization</b>	<b>Priority 1: Safety and Security</b>	<b>Priority 2: Modernization</b>				
<b>AS OF JANUARY 2019</b>		Remodel Classrooms: 3,4,5,6,10	Veneer Replacement	<b>Priority 3: Infrastructure</b>				
<b>INCREMENT I PROJECTS</b>		Modernizing Restrooms - Building C	Replace Fire Alarm System	Wood/Dry rot Repair				
		Possible Removal of Portables	Replace Intrusion Alarm System	Stucco/Masonry Repair				

GJUESD MEASURE K FACILITIES IMPROVEMENT PRIORITIES: MULTI-YEAR ROLL-OUT								
TIMELINE ASSUMES STATE FUNDING FOR ALL MODERNIZATION PROJECTS RECEIVED 2020/21								
PROGRESS UPDATE JANUARY 2019								
Priority 1: Safety and Security; Priority 2: Modernization; Priority 3: Infrastructure; Priority 4: 21st Century Learning								
	VALLEY OAKS	GREER	MARENGO RANCH	RIVER OAKS	LAKE CANYON	MCCAFFREY	FAIRSITE	TOTAL
		CDE and DSA Approved	Priority 2: Modernization	Strip and paint roofs				
			Priority 3: Infrastructure	Repair Drains/Downspouts				
			Restroom Modernization	Roof coating at Port. CR's				
			Replace/repair Dry rot at Port. CR's	Replace HVAC System				
			New Exterior Lighting and Controls	Replace BMS System				
			Exterior Paint	CDE Approved, Submitted to OPSC on 1/15/19				
			Replace and Repair Roofs					
			Replace Roof Drains and Downspouts					
			Structural Repairs					
			Roof Coating at Port. CR's					
			Replace 4 HVAC Systems					
			Replace BMS System					
			CDE Approved, Submitted to OPSC on 1/15/19					
Estimated Construction Start		Summer 2019	February 2019	Summer 2019				

GJUESD MEASURE K FACILITIES IMPROVEMENT PRIORITIES: MULTI-YEAR ROLL-OUT								
TIMELINE ASSUMES STATE FUNDING FOR ALL MODERNIZATION PROJECTS RECEIVED 2020/21								
PROGRESS UPDATE JANUARY 2019								
Priority 1: Safety and Security; Priority 2: Modernization; Priority 3: Infrastructure; Priority 4: 21st Century Learning								
	VALLEY OAKS	GREER	MARENGO RANCH	RIVER OAKS	LAKE CANYON	MCCAFFREY	FAIRSITE	TOTAL
<b>INCREMENT 2 PROJECTS IN DESIGN</b>								
	<b>(Increment 2)</b>	<b>Priority 2: Modernization</b>						
	<b>Priority 4: 21st Century Learning</b>	<b>Priority 3: Infrastructure</b>						
	New Classroom Buildings	<b>(Increment 2)</b>						
	New Student and Staff Restrooms	Roof Replacement and Repair						
	Remove Portables	and HVAC Upgrades:						
		At Bldgs. A, B, C, and D						
		Admin, Library, Classroom,						
		Multi-Purpose Room						
		New Energy Management System						
		Exterior Painting of Permanent Buildings						
<b>Estimated Construction Start</b>	<b>2020/21</b>	<b>2020/21</b>						
<b>INCREMENT 3 AND 4 PROJECTS</b>								
<b>FUTURE: UNKNOWN FUNDING</b>								
	<b>(Increment 3)</b>	<b>(Increment 3)</b>						
	<b>Priority 1: Safety and Security</b>	<b>Priority 2: Modernization</b>						
	Upgrade Fire Alarm System	Roof Replacement and Repair						
	<b>Priority 2: Modernization</b>	at Portable Classrooms						
	New Energy Management System	Roofing/Fascia/Eave						
	Streetscape Improvements	Exterior Painting of Port. CR's						
	Remodel Bldg. D Library into	Upgrade Fire Alarm System						
	New Administration							
	Upgrades to Port. Classrooms:							
	Roofing/Fascia/Eave/Painting							
	<b>(Increment 4)</b>	<b>(Increment 4)</b>						
	<b>Priority 4: 21st Century Learning</b>	<b>Priority 4: 21st Century Learning</b>						
	Remodel 3rd Gr. Classrooms into BFLC	New Classroom Buildings						
		New Student and Staff Bathrooms						
	<b>Priority 2: Modernization</b>	Possible Removal of Portables						
	<b>Priority 3: Infrastructure</b>							
	Other: Sewer Replacement							
<b>Estimated Construction Start</b>	<b>Unknown: Beyond Measure K and State Funding</b>	<b>Unknown: Beyond Measure K and State Funding</b>						



**SITE INFORMATION**

PARKING: 256 CARS

AGRI-INNOVATION CENTER  
9,361 SF

- 100% RECYCLED & RECYCLED CONTENT
- LEED GOLD CERTIFICATION
- 100% LOCAL MATERIALS
- 100% LOCAL LABOR
- 100% LOCAL SUPPLIERS
- 100% LOCAL CONTRACTORS

**AGRICULTURE**

- 100% LOCAL PRODUCE
- 100% LOCAL SUPPLIERS
- 100% LOCAL CONTRACTORS

GALEP CENTER  
COMMUNITY PLAZA  
FITNESS COURSE  
TRACK & FIELD



## BOARD DISCUSSION, FEEDBACK AND NEXT STEPS

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### Attachments:

- a. LCAP Meeting Dates



## 2019 LCAP MEETING DATES

DAC	<ul style="list-style-type: none"> <li>▪ February 5<sup>th</sup></li> <li>▪ April 2<sup>nd</sup></li> </ul>	District Office	3:30-5:00 p.m.
DELAC	<ul style="list-style-type: none"> <li>▪ February 7<sup>th</sup></li> <li>▪ April 4<sup>th</sup></li> </ul>	District Office	3:30-5:00 p.m.
LCAP Feedback Session (DAC, DELAC, SSC)	<ul style="list-style-type: none"> <li>▪ May 7<sup>th</sup></li> </ul>	District Office	3:30-5:00 p.m.
LCAP Board Study Session	<ul style="list-style-type: none"> <li>▪ February: TBD</li> <li>▪ May 15<sup>th</sup></li> </ul>	District Office	5:30 pm.
LCAP Response to Feedback (DAC, DELAC, SSC)	<ul style="list-style-type: none"> <li>▪ May 21<sup>st</sup></li> </ul>	District Office	3:30-5:00 p.m.
LCAP Board Study Session	<ul style="list-style-type: none"> <li>▪ June 12<sup>th</sup></li> </ul>	District Office	5:30 p.m.
Listening Circles	<ul style="list-style-type: none"> <li>▪ April 12<sup>th</sup></li> <li>▪ February 26<sup>th</sup></li> <li>▪ March 8<sup>th</sup></li> <li>▪ March 15<sup>th</sup></li> <li>▪ March 27<sup>th</sup></li> <li>▪ April 26<sup>th</sup></li> </ul>	Greer River Oaks Marengo Ranch Valley Oaks McCaffrey Lake Canyon	8:00-12:00 p.m.
Parent Survey	<ul style="list-style-type: none"> <li>▪ Early February</li> </ul>		



## BOARD PROTOCOL DISCUSSION

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### Attachments:

- a. Board Protocol Workshop Notes: December 9, 2010

**Brown Act:** Three Board members should not talk either together or serially, in person or electronically, -about school district matters unless they are at a meeting that has been “posted” (announced to the public). There are many intricacies in the Brown Act—you will learn some of them at your CSBA workshop. Most of your questions will be answered in the pamphlet you received, and if you have any other questions—ask Karen!

**Confidentiality:** Items involving specific students, employees, collective bargaining, and litigation should be kept confidential and not shared with anybody else, including family members or friends.

**Unity of Purpose:** Board President John Gordon talked about the importance of all of the individual Board members working together based on a shared vision, focused on common goals.

**Roles and Responsibilities:** The governance team includes both Board members and the Superintendent and her senior staff members. The Board, representing the public that elected it, decides what the goals and priorities should be for the district, and the Superintendent and her staff are responsible for achieving those goals and priorities.

**Individual Board members and the Board as a Whole:** Individual Board members have no decision-making authority. It is only when a majority of the Board (three or more) agree on something that a decision is made. Individual Board members do not lose their right to act or speak independently; however, they should remember that they are seen by the general public as elected officials representing the school district in all settings.

**Communication:** The Board will receive a packet of information prior to every Board meeting. In addition, the Superintendent will notify Board members either by telephone or email when anything significant or newsworthy happens at one of the schools. The goal is for Board members to receive information about any district or school crisis before they read about it in the newspaper, or get asked about it at the supermarket.

**Questions about Board meeting agenda items:** If the background information provided to the Board before the meeting does not answer your questions about an agenda item, please ask the Superintendent for clarification. It is preferable to bring up any questions before the meeting, if possible, so the staff can be prepared with the information.

**Questions about non-Board meeting issues:** If you have questions about something else (something you heard on the grapevine, something a constituent asked you, etc.), usually it is best to ask the Superintendent. She may refer you to somebody else (another administrator, or a principal), but should know about the content of the question.

**Responding to a concern raised by the public at a Board meeting:** The Board is not allowed to discuss items that are not on the public agenda at a Board meeting, so the appropriate response to a comment about an item not on the agenda is to refer the item to the staff for a response. If the comment is about an item on the agenda, then it is all right to ask a clarifying question or ask a staff member for more information. However, when the time comes for Board discussion of the item, then public comment is over. It is the elected Board members who have the discussion *with each other* prior to voting on an item.

**Dealing with the Media:** The school district does not have a Public Information Officer to handle media requests. The Superintendent usually is the contact on district matters; the Board President usually represents the Board members. Individual Board members who give their opinions to reporters or write individual Letters to the Editor should emphasize that they are speaking as individuals, not for the whole Board. If a Board member is in contact with the media, he or she should let the Superintendent know. If the Superintendent is contacted by the media, she will inform the board members.

**Putting Items on the Board Agenda:** Individual Board members who would like to see something put on a future Board agenda can ask the superintendent or the Board president, or bring it up at a regular Board meeting during the section called Pending Agenda Items.

**Board Visits to School Sites:** Board members have a right to visit school sites, but should be cognizant of the time and effort these visits require from school staff, especially principals. The Superintendent's administrative assistant would be happy to schedule school visits if requested. The Superintendent will ask the principals what would work best for them if one or more Board members would like to visit, and report that information back to the Board.

**Visibility of Board; Attendance at School Events:** The Board discussed ways of ensuring that a Board member is in attendance at most major school events. They will consider implementing a rotating schedule in which a Board member has responsibility for a specific school for a month. President John Gordon will work on this schedule.

**Next Steps:** New members will attend the CSBA workshop in January. A follow-up study session to discuss governance issues may be scheduled following that workshop.